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ABSTRACT

This book, one of a series, shows how to help motivate children to learn. The message of the series urges parents and children to spend time together, talk about stories, and learn together. The first part of each book presents stories appropriate for varying grade levels, both younger children and those in grades three and four, and each book presents stories on a particular theme. The Read-along Stories in this book are: "Jellybean Adventures" (Lou Hamilton); "Mr. McMuddle's Troubles" (Juanita Barrett Friedrichs); and "The Cobbler and the Elves" (as retold by Jerry D. Burchard). On an accompanying audiotaps, the stories are performed as radio dramas, allowing children to read along. The second half of each book provides ideas and guidelines for parents, as well as activities and books for additional reading. Sections in this book are: Guidelines for Parents; How to Motivate Your Child; Questions about Motivation; Activities for Reading and Writing; Suggestions from a Teacher; and Books for Parents and Children. (RS)

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Parents and Children Together SERIES

ED 452 539

MOTIVATING YOUR CHILD TO LEARN

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PLUS

Read-along Stories:

Jellybean Adventures
Mr. McMuddle's Troubles
The Cobbler and the Elves

Guidance and fun for parents and children, ages 4–9

This book has a companion audio tape also entitled "Motivating Your Child to Learn." Occasionally there are directions on the tape that do not appear in the book or headings in the book that aren't spoken on the tape.

Parents and Children Together SERIES
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Introduction

Get together with your children. Talk about stories and learn together. That's the message of this series of books, ***Parents and Children Together.***

You will find here several stories that you and your children can read together and talk about in a relaxed way. Some stories are more appropriate for younger children, some for children in grades three and four. Have fun with them, but also use them as a way of guiding your child's thinking.

Before each story, you will be prompted to focus your attention. After the story, review some of the issues in a relaxed conversation. Please feel comfortable making comments or asking questions when the two of you are reading a story together. Have fun along the way. The stories are performed as radio dramas on the accompanying audiotape. This gives your child a chance to read along with the voices on the tape.

In the second half of this book and on one side of the audio tape there are ideas and guidelines for the interested parent. On the topic of this particular volume, you will find hints, practice activities, and books for further reading. If you want to use the tape as a way of preparing for reading with your child or of helping your child study, you can listen while you are driving or jogging.

For more ideas on any of the topics in this series, visit ***www.kidscanlearn.com*** or ***http://eric.indiana.edu***

TIRE
REPAIR
HOUSE
PAINTS

Getting Started

Writing is a skill we need both in school and in the workplace. In this book we focus on motivation, especially on specific steps you can take to motivate your child to learn. We answer practical questions from parents and describe activities you can use at home.

On side B of the tape are three read-along stories. We encourage you to listen to these stories and to read them with your children, so that they can participate in the excitement of story reading. Of course, your child can also listen to the stories alone, if you wish.

Before you read the story, talk about the title or things that might happen in it. Then, after you have finished reading, talk about what happened in the story. By the way, if in the middle of the story something funny or interesting happens, it's OK to stop the tape and discuss the event, or ask your child questions such as "What happens each time Emily eats a jellybean?" or "How do you think Mr. McMuddle is going to get rid of all the creatures?" or "What do you think the king of the elves will do?" These questions make your conversations about the story more meaningful and valuable.

Part I
Read-along Stories

Jellybean Adventures

by Lou Hamilton

Things to Do *before* Reading the Story
Look at the first picture and read the title. Make a couple of guesses about how jellybeans could lead to an adventure. What flavor of jellybean do you like the best?

Emily was bored. It was Saturday afternoon, it was raining, and her best friend, Jennifer, had measles and couldn't come over.

"Mom!" yelled Emily.

"Yes, Emily?" answered Mom.

"What are you doing?" asked Emily.

"I am finishing some work that I brought home yesterday," said Mom.

"Can we do something or go somewhere today?" sighed Emily.

"Well, why don't you take the jellybeans we bought at the store yesterday and a book and read for a while? Remember what the sign said at the candy store, 'Our flavors will take you places you have never been.' When we have both finished, we'll decide on something to do."

"Oh, okay," said Emily. "I'll be in my room." Emily took the bag of jellybeans into her room and sat looking at some books, trying to decide which one to read.

She held up the bag of jellybeans and looked at all the different colors, trying to guess what flavors they were. *I guess I will try the most unusual one first*, she thought. She chose a white one with the light brown swirls. When she bit down on it, the taste of popcorn exploded in her mouth. As soon as she swallowed, something bizarre happened. Emily became dizzy, warm, confused, and felt as if she were twirling and whirling through space.

She heard a man yell, "Popcorn, peanuts, hot dogs," and opened her eyes to find herself in a large stadium at a baseball game. She looked at the popcorn in her hand and at the people all around her. Nobody seemed surprised that she was there or that she had just arrived. After she ate some popcorn, watched part of the game, and thought about her arrival for a few minutes, she decided to eat another jellybean to see what would happen.

She decided on a light pink one. Once again, she became very warm and dizzy. When she opened her eyes this time, she was at a circus-holding some cotton candy. "How weird! I ate a cotton-candy jellybean and now I am in a crowd watching a circus. What is going on? Where did these jellybeans come from? Hey, as long as I'm here, I'll just watch the circus." Emily watched for a few minutes, but then she just had to eat another jellybean because she was eager to see where she would end up.

Emily tried a yellow jellybean with brown spots, and suddenly she was sitting in a tree, next to a monkey, with a banana in her hand. Quickly, before the monkey could grab her magic candy, she hurled another one into her mouth.

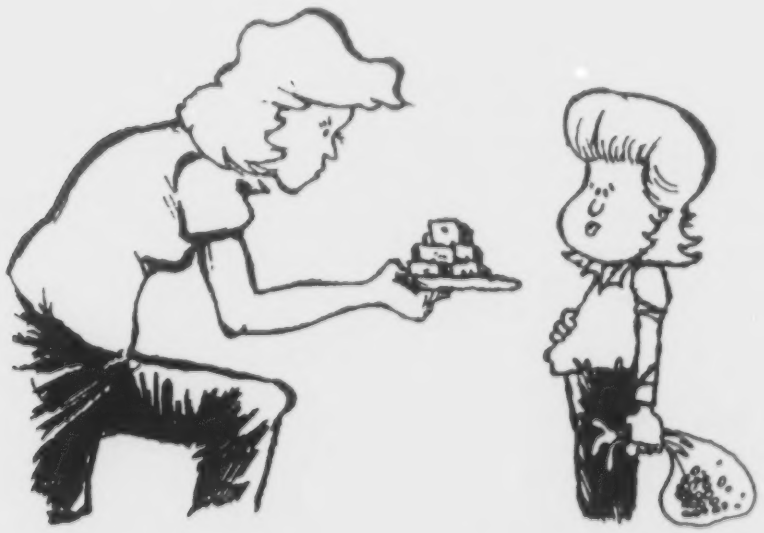
This time it was jalapeno-flavored, and she was in a restaurant in Mexico making a burrito filled with peppers. Emily was beginning to worry about ever getting back home, but stayed long enough to eat a couple of burritos.

She quickly chewed a bright pink jellybean and ended up in a bubblegum factory. Then a shiny yellow one, and she was in a huge field holding a pineapple. She decided to reach into the bag without looking at the color before choosing. As she chewed, she thought, *Yum! Fudge brownie!* This time she woke up in her bedroom with the smell of brownies filling the air.

There was a knock on the door. "Honey, I think you have slept long enough. I made some brownies for us while you were napping," said her mother. Emily shook her head and laughed.

Did I fall asleep? she wondered. *Was it all just a silly dream?*

With her bag of candy in her hand, she stumbled into the kitchen, still a little confused. "Mom, I'm not really hungry. Can I eat my brownie later?" asked Emily.



"Well, no wonder, Emily, look at your bag of jellybeans. You must have eaten half of them!"

Emily smiled and thought, *Plus the burritos, popcorn, and cotton candy too!*

Things to Do *after* Reading the Story

Now that you have read the story, describe other jellybeans that you could eat to go on fun adventures. You may want to write the stories and make drawings for the different adventures.

Mr. McMuddle's Troubles

by Juanita Barrett Friedrichs

Things to Do *before* Reading the Story
Read the first paragraph aloud and ask: "What kind of story do you think this is?"

One morning when Mr. McMuddle climbed out of bed, he found he was all out of clean socks. "I'll just have to wear a dirty pair," he said. He pulled the pile of dirty socks from under his bed.

"Uh oh!"

Mr. McMuddle let go of the socks in a hurry and jumped on the bed. There was an ugly something-or-other sitting in the pile of socks, blinking at him.

"You woke me up," it growled.

"Wh-what *are* you?" stuttered Mr. McMuddle.

"I'm an Ickirag, of course."

"Icky is right," gasped Mr. McMuddle. He ran out of the room in his bare feet. He snuck into the kitchen.

"I need a cup of hot cocoa," he said, "to calm my nerves."

But there were no more clean cups in the cupboard. They were all piled in the sink.

"Oh, fiddle, fuddle," sighed Mr. McMuddle. "I will have to wash a cup." He sprinkled soap powder on the dirty dishes.

Someone gave a loud sneeze.

"Quit sprinkling me with that disgusting stuff!"

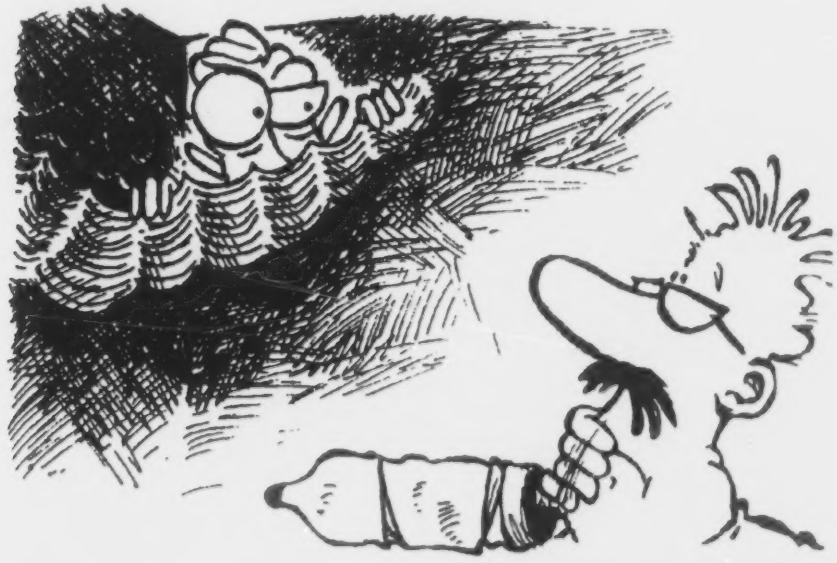
Mr. McMuddle almost fell over. A horrible something-or-other was sitting in his cocoa cup.

"Wh-what *are* you?" stammered Mr. McMuddle.

"I'm a Jugalump, of course. I was soaking my feet—KERCHOO!—in the cocoa you left in this cup. Last week's cocoa is very good for sore feet."

Mr. McMuddle decided he didn't need cocoa. He tiptoed into the living room and squeezed himself onto the sofa between piles of old junk he had been saving. To calm his nerves, he wrote his name backward on the coffee table. The dust was so thick that his finger made a good pencil.

Then he heard a creaking noise over his head. He looked up. Near the ceiling in a corner was an old ragged cobweb. The cobweb was swinging back and forth. Someone was using it as a hammock.



"Who invited *you*?" yelled Mr. McMuddle.

"*You* invited me," said a mean-sounding voice. Two mean-looking eyes peered over the edge of the cobweb. "With all of these empty hammocks in your house, I thought you were looking for guests."

"I am not," said Mr. McMuddle. "Who *are* you, anyway?"

"I'm an Ughabug, of course. I've tried every hammock on this ceiling, and they're all terrible. They all creak or squeak. Now leave me alone so I can sleep."

Mr. McMuddle was glad to get out of the living room. "But where shall I go?" he wondered. "Every room in my house has some horrible creature in it."

Mr. McMuddle went out and sat on his porch. It was raining. The roof leaked right over his chair.

"I want my house back," sobbed Mr. McMuddle. Then he thought for a while. "I will get it back, too!"

Mr. McMuddle stomped into his house and headed for the broom closet. He began to swing his broom and swish his dustcloth every which way.

When the Ickirag, the Jugalump, and the Ughabug saw Mr. McMuddle cleaning house, they all screamed and ran out the back door.

Mr. McMuddle washed and folded his dirty clothes and put them away. He scrubbed his dirty dishes and stacked them in the kitchen cupboard. Then he threw out the junk he had been saving—the used-up ketchup bottles and broken chairs and shoes with holes in them.

The house was almost empty!

Mr. McMuddle felt very proud of himself. And very tired. "I think I will take a nap," he said. He climbed into his clean bed.

But soon Mr. McMuddle heard scraping noises. He opened his eyes. "Oh, no!" he groaned.

A whole army of ugly-looking something-or-others was moving into his bedroom. What was worse, they were dragging suitcases and boxes behind them.

"Who invited *you*?" yelled Mr. McMuddle.

"Ickirag, Jugalump, and Ughabug told us about your place," the something-or-others yelled back. "When we hear of an empty house, we move in. We bring our own stuff."

Mr. McMuddle jumped out of bed. "Hold it, you—you—"

"Jamablanks, if you please. Now don't disturb us while we unpack. We will be ready for supper in a little while."

"I AM NOT RUNNING A HOTEL!" roared Mr. McMuddle.

He went into his clean living room to think things over. "When my house was full of junk and dirt, the Ickirag, the Jugalump, and the Ughabug moved in. Now that my house is clean and empty, I'm stuck with Jamablanks."

Suddenly Mr. McMuddle knew what was wrong. His house was *too* empty! He went out to his yard and looked at the junk he had left for the garbage man.

No, he said to himself. I don't want that old junk back. I need something different.

Mr. McMuddle made a list of things he needed. Then he went shopping.

By the time he got home, Mr. McMuddle could hardly squeeze through his front door. His house was jammed with Jamablanks.

"Where is our dinner?" yelled the Jamablanks.

"Out of my way!" roared Mr. McMuddle. He pulled up the shades. He opened the windows. "We're going to have sunshine and fresh air in this house!"

"Yuck!" muttered the Jamablanks.

Then Mr. McMuddle carried in everything he had bought on his shopping trip.

"We're going to have bright colors on the walls," he said firmly. "And fresh flowers on the table. And curtains with yellow polka dots. And towels with red stripes. And blue dishes. And. . ."

"Stop, stop!" groaned the Jamablanks.

"And a canary that sings all day long."

"That does it!" screeched the Jamablanks. "Sunshine and fresh air are bad enough. Colors and flowers are worse. But a canary that sings is TOO MUCH!"

There was a terrible scurrying and scampering. There was a horrible scraping and scratching. All the Jamablanks rushed out the back door. They dragged their belongings behind them.

Mr. McMuddle hung the canary cage near a sunny window. Then he went right to work, while the canary sang.

Soon his house was the prettiest, most cheerful house in town. It was far too clean for Ickirags, Jugalumps, and Ughabugs. It was much too nice for Jamablanks. And it has been that way ever since.

Things to Do *after* Reading the Story

Together, get some crayons and draw pictures of little creatures that might live in the dusty corners of your home. Think of fun names for them. Draw pictures of some of the other rooms in Mr. McMuddle's house before he cleaned it.

The Cobbler and the Elves

retold by Jerry D. Burchard

Things to Do *before* Reading the Story

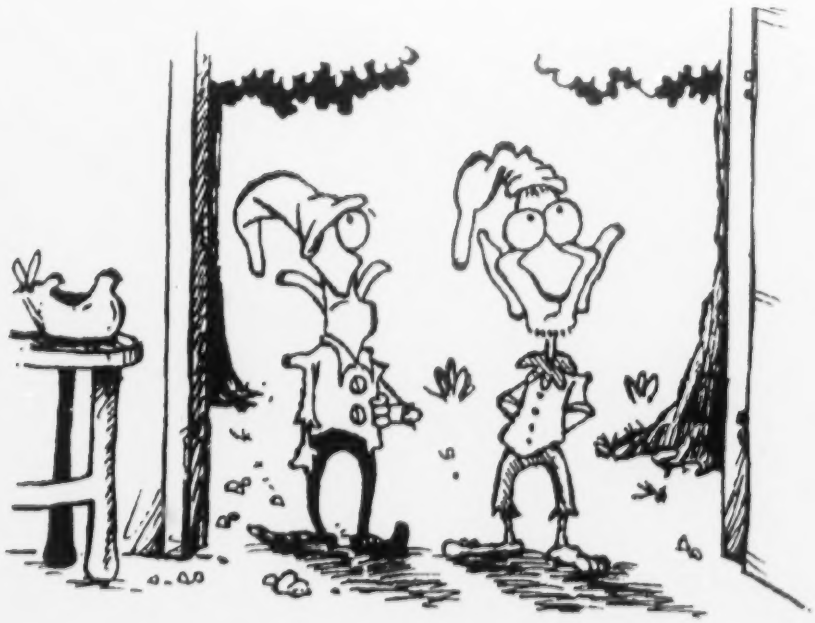
Can you tell from the title what this story might be about? Discuss what the word *cobbler* means to you. Have you read other stories about elves? If so, as you read *The Cobbler and the Elves*, remember what is different and what is alike about the stories, and talk about them.

Many, many years ago, when many things were different, there lived an old shoe cobbler. The cobbler's life was simple. He got up each morning, did his breakfast chores, and then went into his shop to work for the day.

For his day's work, he always tried to make one new shoe or to repair a single pair of shoes. The work was hard, so he took a long time to do it, but he never left the shop until he had finished.

At the end of his day, the cobbler would take the money that people had paid him for new shoes and shoe repairs, and he would go shopping. He would buy food for his supper, and for breakfast the next morning, and perhaps more leather, glue, and nails with which to cobble more shoes. If he had a penny after that, he would go home, open a secret place in the chimney of his fireplace, take out a little chest he kept there, and save the penny for the day when he might need it. "I might become ill some day, and not be able to work," he thought. "Some day I will be too old to work. I will need these pennies to see me through my old age." Then he would replace the bricks in the chimney that hid his penny chest.

One evening, as the cobbler was about to sit down to the bit of bread, cheese, and tea that he called supper, a knock came at the door. At the cobbler's door were two men, so tiny that he knew at once they must be elves.



The cobbler was not afraid, for he had heard that elves never harm good people. He had never cheated anyone or charged too high a price for his shoes, so he welcomed the elves into his home.

"What can I do for you?" he asked.

"We are hungry and thirsty and tired," the elves answered.

The cobbler was a kind man, so he gave them the food he had meant for his own supper, and his tea as well, but still the elves were hungry. The cobbler was a generous man, so he took the penny he had not yet put into the penny chest, went to the market, and bought more food. When they had eaten and drunk their fill, the cobbler gave them his own bed, and spent the night himself on the hard dirt floor of his hut. He was hungry, but he was so tired that he slept the whole night through.

In the morning the elves were gone when the cobbler awoke. He had a little breakfast and went to work. When he arrived at his shop, the shoes were all finished and shined, both the new shoes and the repaired ones, and his friends the elves were dancing in the shop.

"What has happened?" the cobbler asked. "All my work is done, and there is nothing for me to do."

"You gave us your food and drink and spent your money to get us more," the elves answered. "You also lent us your own bed, and you slept on the hard floor. We have returned your kindness to us by doing a bit of work for you. We will do the same for as long as you live. Would like that?"

"I thank you very much for the offer," answered the cobbler, but it happens that I like making and repairing shoes. I am happy to have helped you for nothing."

"Then we will repay you in another way," the elves told him; then they left.

That evening the cobbler received a single visitor at his home. It was another elf, but his manner and clothes were much finer. The cobbler fed the elf and spent the two pennies he had gained that day to buy more food for their supper. He gave the elf his bed and spent another night on the hard dirt floor.

The next morning his visitor was gone when the cobbler awoke, but this morning when the cobbler went to his shop, no new work had been done. Instead, many elves were dancing around a huge iron pot in the middle of his shop. When he asked what was happening, the elves told him to look into the pot. The cobbler found the pot filled to the top with golden coins.

"They are yours!" said the visitor of the night before. "I am the king of the elves, and you have been kind to me and the other elves. This pot of gold is our thanks to you. Do you accept it?"

The cobbler replied, "I do thank you very much for the idea, but I need very little in this world. I am happy making shoes and repairing them. I like being useful to my friends and neighbors. The few pennies I save are only for my old age or a time when I am ill. Surely there are others who need your gold more than I do. Repay me for my kindness, if you will, by giving your gold to others who need it more."

The king of the elves turned to the cobbler and said, "We elves have already talked this over. We suspected that this might be your answer. We will do as you ask, but we will do something for you. We insist that you be rewarded, and we want you to live the full and happy life of work and usefulness that you seek. So we leave you with this reward: I set this golden cup in your window to tell one and all that the elves believe that you are the best cobbler in all the land. If you are too ill or too old to work, and your savings run out, the cup is yours to sell, and you may do as you wish with the money."

The cobbler accepted his reward. He went on making and repairing shoes for the entire village all his days. He was proud to have the golden cup in his window, and he never was so ill that he had to sell it for money. In his last days, the cobbler gave the cup to the schoolteacher, with the understanding that the gold would be spent to train another cobbler for the village.

Everyone in the village always welcomed tired and hungry guests, and offered them a bed for the night, hoping that one day the elves would visit them.

Things to Do *after* Reading the Story

Talk about what you would do with a pot of gold. What else could the cobbler have done with the gold in the story? How do you think the story would have ended if the cobbler had let the elves do all of his work for him?

Part II
Guidelines for Parents

How to Motivate Your Child

Hello Mom or Dad,

Everyone uses the word motivation, but most of us don't think much about what it actually means. We know motivation has something to do with getting us moving toward important goals. We know that some things seem easy to do because they appeal to us, or because we think there is going to be a big reward. Other things are not very interesting, even though they may seem important to our friends, children, or bosses. Why is one person, for example, motivated to learn all the details of baseball while another doesn't care if a baseball game is ever played again? That question is at the root of what we call motivation. In order for a person to be motivated, it is clear that the end result must be worth the effort.

If we want our children to be motivated to do well in school, then learning in school has to be important to them; learning school subjects has to be one of their goals. To move toward a goal, two things have to happen: first, we have to have a clear goal that appeals to us; and second, we have to see that there is a way we can attain that goal.

Parents and teachers have the tough job of helping children set goals and identify the steps it takes to achieve them. For example, how can we get a seven-year-old second grader to find information (How long does a cat live?) or to learn math facts (6 x 3 = 18)? This kind of learning is narrow in focus, but has long-range importance because it develops skills that will serve children throughout their lives. You, as parents, can see the value and purpose of these activities. The question is how do we motivate children to work on them when they can't see the long-range value of learning facts and of developing study habits? Now we begin to sense why motivating young children to do academic tasks is often difficult for us.

So how do we do it? Here are four steps you can take to motivate your children.

Step 1: Be a model of curiosity.

Children naturally look to important adults in their lives as models of what they should do. They want to please and to imitate important adults. Obviously, parents and teachers are important adults to them.

That means if you want your children to work hard on school subjects, you have to demonstrate in your life that school learning is important. You have to seek answers in books, show curiosity about math facts, or indicate that it is important to you to learn what is going on in society and in government, for example, in order to vote wisely.

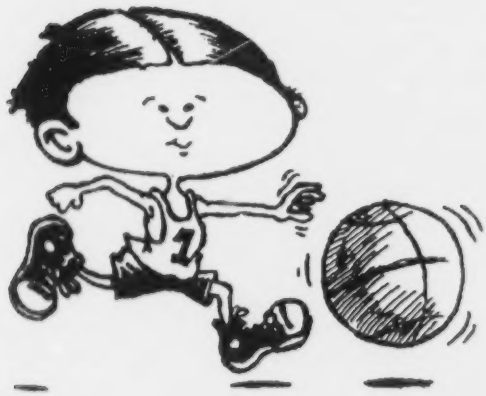
You can do those things by asking questions out loud and then asking how you can find the answers. For example, "I wonder if there is a way for me to learn how to use a computer? I could look in the newspaper for an ad that might give me information." Then you can pursue answers in newspapers or encyclopedias, or call the library for help. There are all kinds of ways of demonstrating to your children that you are curious about the world and new knowledge. This helps your children want to adopt similar attitudes and skills themselves.

Step 2: Praise and reward efforts to learn. Most children want to please their parents and their teachers. They respond well when those important adults praise them and occasionally reward them for their efforts. When your children ask questions and pursue answers by looking in the dictionary, newspaper, or magazine, you ought to say, "Hey, that's a smart idea. Now you're thinking. You're going to do well if you keep that up."

When your child talks about what is going on in school, you can show interest and enthusiasm for what he or she is learning. Naturally you want to praise a child when she is making progress. But that doesn't mean waiting until she brings home a paper with an "A" on it. If a teacher says your child is doing better this week than last week, or better this report period than the last report period, that's a time for rejoicing at home. Then you can say, "Way to go! Now you're working. I'm sure glad to see that you are improving. That's just great!"

Step 3: Solve real problems.

One of the best ways to motivate a child to do school work is to show that it has application outside of school. For example, can we parents show that reading stories enriches our emotional lives? Can we demonstrate that math is used regularly in our shopping, our check writing, and our measuring to buy paint for our walls? Can we find information in newspapers and magazines that helps us decide how to vote, how to plan a trip, or how to solve a health problem? It takes effort and attention to those kinds of details for us to help children see that what they are doing in school will pay off in life. It's all part of a well-known principle in psychology: The more visible and real we can make something, the more likely it is that we will achieve it.



Step 4: Lay out the steps to success.

We said that the goal has to be visible. It's even more important that the means to achieve the goal are clear and concrete. One reason many of us don't achieve our dreams is that we have no sense of how to move from where we are now toward the dream.

I can remember one little third-grade boy writing about his dream to be a professional basketball player like Magic Johnson. In his composition he said that all his friends, teachers, and parents thought he would never be like Magic Johnson because he was too clumsy and not fast enough. He said that it was awful when no one believed him. Wouldn't it have been wonderful if some of those people had given him some direction? Wouldn't it have been uplifting for that child if his parent had said, "If you are going to be like Magic Johnson, you are going to have to learn to run fast and to shoot well. Why don't you start by shooting baskets after school every afternoon or by getting on a local Boys' Club track team to run faster?" By giving him steps to take, the parent would have allowed the boy to keep his dream at a point in his life when encouragement and support were so important.

Motivation for children is not just interest, and it is not gimmicks that simply catch their attention. Motivation means focusing on a goal and laying out clear steps to achieve that goal. Parents play an extremely important role in helping children become motivated for school work. So first, be a model of curiosity for your children. Second, praise and reward them for their efforts to learn. Third, help your children solve practical problems according to what they have learned in school. And finally, always help your children take the first little steps that lead them to bigger goals. Then you'll be surprised at how motivated your children will be in school.

Questions about Motivation

All parents have questions and need answers about the academic growth of their children. Here are some questions parents frequently ask about how to motivate their children.

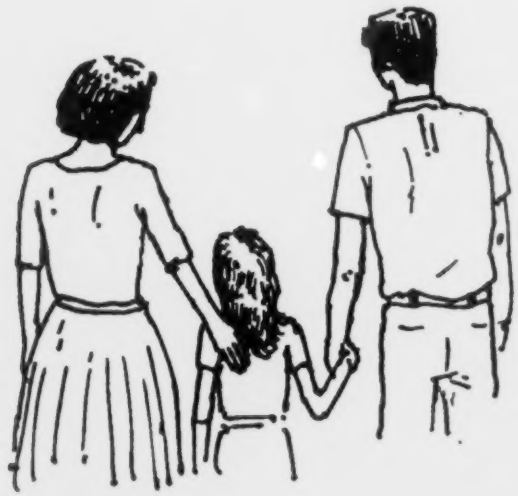
I don't know what is wrong with my child. She is not interested in school and doesn't care if she does well or not. What can I do to get her interested in improving?

Have you asked your child why she does not care about school? Parents and children need to share what goes on at school as well as what goes on at home while they are away. Your child needs to know you are interested in her—what problems she may be having at school as well as things that may be bothering her at home. I would encourage you and your child to meet with your child's teacher to discuss this lack of self-motivation. Sometimes, lack of motivation can stem from a lack of self-worth—a feeling of not being adequate or good enough to fulfill expectations. It may be fear of failure.

Don't let any problems—school or home—spoil your child's chances of success. Meet non-success head-on. Find out *what* it is that may be causing this lack of interest and then work with *how* to replace this failure with success.

How can I motivate my child without always having to give him rewards and presents?

If you have not started the habit of rewarding with material prizes—don't! Changing established habits is sometimes difficult, but it is possible. I have found with my own children that when they meet with success, a simple statement acknowledging their achievement, like "I bet that really made you feel proud," can bring self-satisfaction. They are able to reflect on and respond to how they felt—"I really felt great," or "You're right, that made me feel proud." These are healthy ways to express and share pride without material rewards.



I think the best rewards you can give are yourself, your time, and your attention. Kind words, hugs and pats on the back, an extra story at night, a walk in the park, extra time allowed for a bike ride to a new area, allowing 30 minutes more for TV watching one night, relieving your child of a chore for one week—the possibilities are endless.

My child does well in school, but does not like school because she says it is boring. Do you have any suggestions for how I can help her?

Children sometimes say they are bored because it is the "cool" or the "right" thing to say, when they really do like school. Some children are bored by choice. If your child expects something to be boring, then it probably will be boring. Encourage your child to become engaged in what is going on and to make an effort to be interested in whatever is at hand. As adults, we know that not all work is entertaining.

Your child may feel that she already knows about the things that are being discussed in class. Encourage her to extend herself—to develop a sense of inquiry, curiosity, and discovery beyond what she thinks she already knows. Ask her to act interested and see if that doesn't relieve her boredom. Schedule a conference with your child's teacher and your child together so that your effort at home is reinforced at school.

Activities for Reading and Writing

As parents, we are always looking for activities that will benefit our children. Here are some activities that can help your child look ahead to long-range outcomes.

Time Passages

- At the beginning of each month, make a calendar for your child to keep track of her daily reading time. Decide on a minimum amount of time you want your child to read each day, either to you or to herself. Each day that she reads for the allotted time, allow her to color or place a sticker in the square for that day. Decide on a reward system based on a certain number of days, number of days in a row, or total days in a month. Save the calendar pages so your child can see her reading time. After doing this for several months, your child may develop a habit of daily reading.

Stick to It

- Help your child stick to reading by rewarding him with a sticker each time he reads a book. Make a booklet out of paper similar to trading stamp books. The child can see how many books he has read by counting the stickers. Set up a plan for redeeming the stickers for prizes. For example, for 10 stickers the child can stay up past his bedtime; for 20 stickers he can invite a friend to go swimming.

Scavenger Hunt

- Encourage your child to finish a book. Look through a book before your child reads it, and make a list of objects (for younger readers) or a list of words or phrases (for older readers) to find. For very young children who cannot find words for objects, draw the object or cut it out of an old magazine or catalog. After they find all of the objects, words, or phrases, they will have read a book and completed the hunt.

Raffle Reading

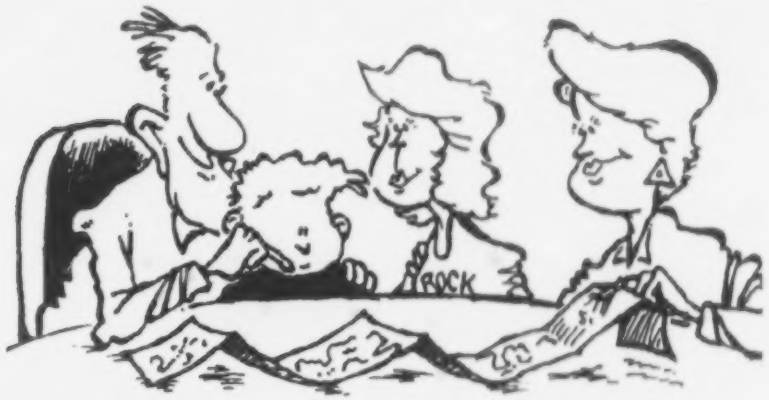
- Adults and children can participate in this family raffle. Each time a whole book or 50 pages are read, a family member writes down her name, number of pages read, and the book title. Place this record in a jar or box. Explain to your children that the more books they read, the more chances they have to win the raffle. Decide on a prize beforehand; then once a month, hold a drawing to pick a winner. For example, the winner can choose a favorite dinner or dessert, relief from a chore, or the place for the next family outing.

Suggestions from a Teacher

We talked to Evelyn Masen of Indianapolis, Indiana, who is a teacher and administrator of reading programs. She gave us these suggestions.

Vacation Trips

- Children learn by doing, and reading is more interesting when it is about something they enjoy doing. Vacations are usually happy times, and great opportunities for a family to read and learn together.



Center your family reading around your vacation trip—vacations are exciting, and so is reading about them. Ask each family member to read about different parts of the trip, for example, the destination, other places nearby, how far you have to travel, places to stop, things to do and sights to see, and the kind of weather you can expect. Planning a vacation together means that your family will need to discuss how to share the information that each of you digs up.

Explore your local library for anything you can find on your vacation spots. Travel agencies in your hometown have maps and other free literature that they are glad to give you. Suggest that your child write for an information packet to the office of tourism or the chamber of commerce in the place where you are headed. Take some of the books and pamphlets with you on the trip to keep your information fresh as you travel and to share facts about what you see.

Long Books

- Long books make hard reading for some children—they can be overwhelming. I remember the mother of a child in a school where I taught who solved the problem in an unusual way. She bought an inexpensive paperback that her young daughter chose, and then tore each of the five chapters out of the book and bound them into five mini-books using construction paper and a stapler. The child called each chapter her "little books," and read them eagerly, one after the other. In the next step, the mother checked out thin books from the library, and in this way helped her child gradually to read longer books.

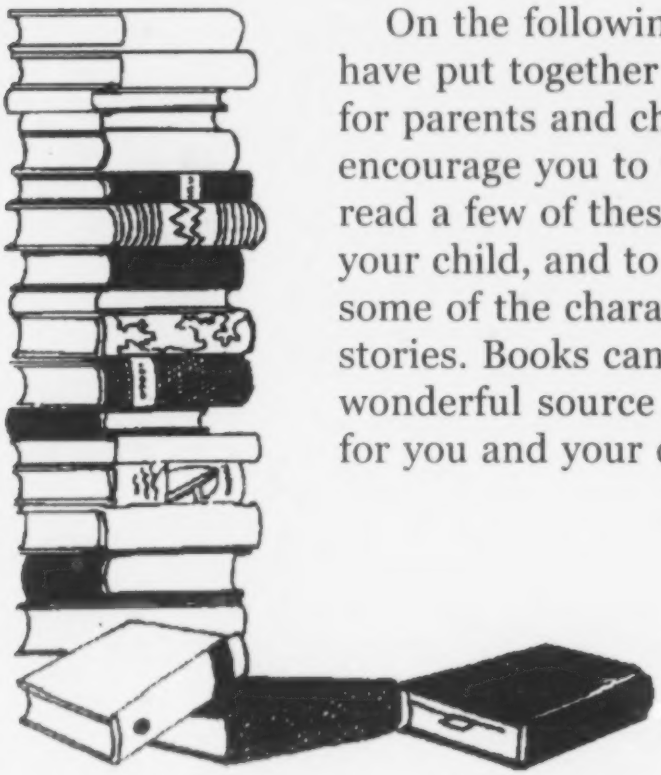
Readers' Theater

- Another way to help children enjoy reading is by turning what they read into plays. Use nursery rhymes and short books with simple stories. Children are natural actors and love to play roles. They get caught up with the storybook characters they are acting out and forget that reading is hard work. A touch of makeup and costumes make it even better. But be warned! Sometimes little stories can grow into big, neighborhood productions.

Dinosaur Fun

- Dinosaurs are extinct everywhere except in a child's imagination. One family used their son's love affair with dinosaurs to get him to read. They papered his bedroom wall with a dinosaur mural, and decorated the bedroom door so that it looked like the entrance to a cave. At the natural history museum they visited a special exhibit on dinosaurs, and at the local library, they found books on dinosaurs. The collection of brochures from the exhibit and the library books soon had the boy reading about his favorite subject.

Books for Parents and Children



On the following pages we have put together lists of books for parents and children. We encourage you to take time to read a few of these books with your child, and to talk about some of the characters in the stories. Books can be a wonderful source of motivation for you and your children.

Books for Parents

The following four books are suggested to help you motivate your child.

Raising Children to Achieve by Eric W. Johnson. Based on psychologist David McClelland's achievement motivation, the book gives parents and teachers methods for developing children's motivation to achieve. Each chapter also includes family games and exercises.

Raising Kids Who Love to Learn by Children's Television Workshop. Presents the four stages of learning, along with practical ways to encourage a child's yearning to learn. Gives child-focused home activities and provides ideas on how to play and interact with your child to help him achieve without feeling pushed or pressured.

Help! for Parents of Children 6 to 12 Years by Jean Illsley Clarke. Gives answers to child-raising problems written by parents, for parents. Gives background information about developmental stages, and practical suggestions. Also listed are additional resources for parents.

Books to Read Together

Ages 4-6

Walk & Read by Tana Hoban. Children see many words on signs, vehicles, and advertisements in everyday life. This book shows pictures of these words as they appear in society, such as *wet paint, bus, phone, pizza,* etc.

The Very Busy Spider by Eric Carle. A spider is invited to take part in a variety of activities by several different animals. She refuses so that she can use the time to build her nest. Her efforts pay off when she catches a fly to eat. The web in the book can be felt, because raised print is used.

Harold and the Purple Crayon by Crockett Johnson. Harold wants something to do one evening, so he decides to go for a walk. He takes his purple crayon along with him and begins drawing different adventures, apples and pies to eat, a dragon, boat, ocean, and balloon. He draws with his crayon until he ends up back home in his own bedroom.

Ages 6-8

The Art Lesson by Tomie dePaola. Tommy wants to be an artist when he grows up. For him to create his own art at school, he has to make a deal with his art teacher. Tommy works everything out and grows up to be a terrific artist.

My Mama Says There Aren't Any Zombies, Ghosts, Vampires, Creatures, Demons, Monsters, Fiends, Goblins, or Things by Judith Viorst. A mother reassures her son that there are not any evil

things lurking around him or trying to grab him. She does make mistakes about other things, though, which makes him wonder if she is right or wrong about all of his imaginative creatures

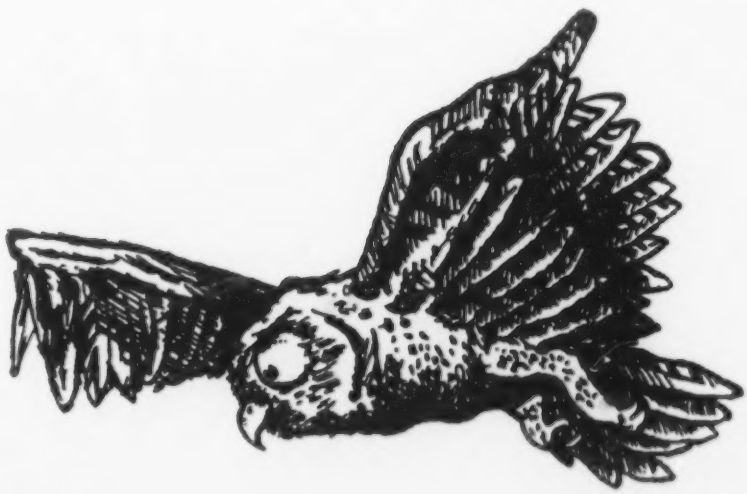
Cloudy with a Chance of Meatballs by Judi Barrett. The people in the town of Chewandswallow don't cook or buy their food; they wait for it to fall from the sky. Pancakes, hamburgers, milk, and everything else they eat falls down upon them—until one day when something wacky goes wrong with their "food weather."

Ages 8-10

Miss Rumphius by Barbara Cooney. When Miss Rumphius is a young child, her grandfather instructs her to try to make the world a more beautiful place, no matter what else she does when she grows older. She lives out her dreams and then is able to make the world more beautiful by planting colorful herbs called lupines.

Not so Fast Songolo by Niki Daly. Shepherd goes with his old granny, Gogo, to the city to help her do some shopping. Shepherd notices some red shoes in a store window and becomes aware of how shabby his own shoes are. After Gogo finishes her errands, she surprises Shepherd by taking him back to the store to buy the red shoes.

The Man Who Could Call Down the Owls by Eve Bunting. A man from a village has the power to call owls. They are his friends, and they always come when he calls, so the people of the village can see them. Then a stranger comes and tries to take the man's power away. The stranger does not learn the magic, and the owls punish him in their own way for what he has done to their friend.



Books for Children to Read by Themselves

Ages 4-6

Anno's Alphabet by Mitsumasa Anno. Presents pictures of wooden letters for each member of the alphabet. On the page opposite the letter are objects that begin with that letter. For example, B: *bike,* M: *map*, Q: *queen*, etc.

All by Myself by Mercer Mayer. The critter in this book can do lots of things all by himself. He can brush his fur, get dressed, and help take care of his sister without any help. But when it is time for bed, he needs his parents to read him a bedtime story.

Now We Can Go by Ann Jonas. The child in this story cannot leave his home until his red toy bag is filled. As each additional toy is added to the bag, the word for it is shown at the top of the page. After the bag is filled with a bear, ball, truck, doll, etc., he is ready to go.

Ages 6-8

Max by Rachel Isadora. Max is a terrific baseball player. He discovers a way to become even better. Max goes to his sister's dancing class to warm up before each game. His method must work because he hits a home run!

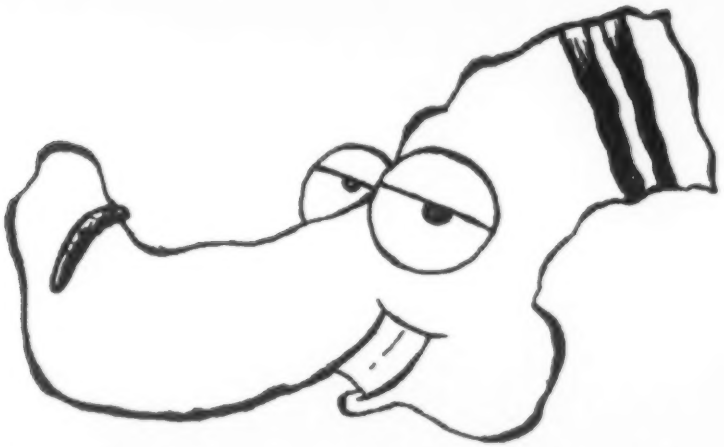
Louanne Pig in the Talent Show by Nancy Carlson. Louanne's friends are all getting ready for the talent show. She is grumpy and does not want to try because she does not think she has any talent. Then when George loses his voice, Louanne gets to be the master of ceremonies and decides she likes talent shows after all.

Benedict Finds a Home by Chris L. Demarest. Benedict is a bird who thinks his home is too crowded. He has several funny adventures as he tries to find a new home. Then, after many attempts, he decides there is no place like home.

Ages 8-10

The True Francine by Marc Brown. Francine gets scary Mr. Ratburn as her teacher for third grade. She is accused of cheating and punished, until her very good friend Muffy admits she is the one who cheated. Francine is then allowed to play in the ball game and hits a home run to win the game for her team.

Irwin the Sock by David J. Klein. The author of this book was in the fourth grade when he wrote this story about Irwin. What is the life of a sock like? Read this fun book to find out what happens to Irwin, who really is a sock.



Can I Keep Him? by Steven Kellogg. Arnold wants a special friend to keep him company. He asks his mother if he can keep many different animals, including a dog, cat, deer, bear, python, and dinosaur. At last he finds a new friend, Ralph, whom his mom won't let him keep, but with whom he can play.

Magazines

Also ask the librarian for the following magazines for children:

3-2-1 Contact

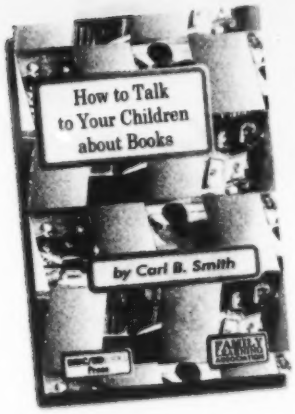
Kid City

Ranger Rick

Children's Digest

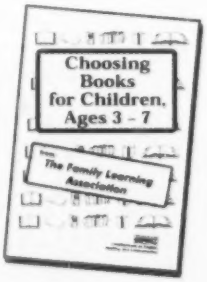
*U*S*Kids*

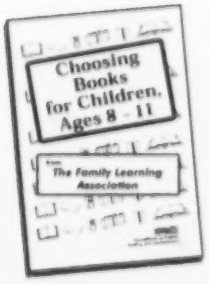
If you found this book useful, please try these other helpful books !



How to Talk to Your Children about Books *by Carl B. Smith*
Start a conversation that will last a lifetime. This book teaches you five easy techniques to prompt book discussions, guidelines for selecting books, how to make it a two-way exchange, plus motivation, values, and making it fun!

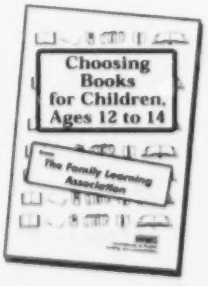
Choosing Books for Children, Ages 3 to 7
Use this resource to appeal to a variety of interests in your kindergarten to primary-age children. Filled with great tips for keeping book conversations going, this book pinpoints a vast array of age-appropriate reading materials.





Choosing Books for Children, Ages 8 to 11
Quick summaries of a huge collection of titles will make it easy to provide good reading for your pre-teens. Top-notch authors, relevant themes, and sensitive issues make this a good companion at the library or bookstore.

Choosing Books for Children, Ages 12 to 14
Let literature open up discussion about some of the difficult issues your teen is experiencing. Includes a special section on communicating about books though writing and journaling.

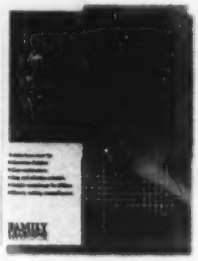


For information about these and other helpful books, contact
The Family Learning Association
3925 Hagan Street, Suite 101, Bloomington, Indiana 47401
1.800.759.4723 www.kidscanlearn.com

Other Resources Available

Tutoring Children in Reading and Writing

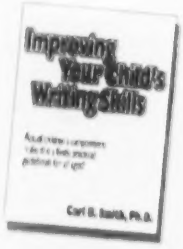
Book 1: Kindergarten
Book 2: Grades 1-2



These guidebooks use a hands-on approach to helping children improve essential skills. Using easy and effective activities, they focus on the building blocks of reading and writing with sample worksheets that focus on letter recognition, spelling, phonics, and comprehension.

Improving Your Child's Writing Skills

Using actual children's compositions, this fun guidebook takes kids through the entire process of writing, from Pre-Writing and Drafting to Revising and Proofreading. The practical work sheets form a framework to hone the skills of any young writer.



Helping Children to Learn SERIES

Improving Reading and Learning

Reading to Learn

Phonics and Other Word Skills

Creating Life-Long Readers

The Self-Directed Learner

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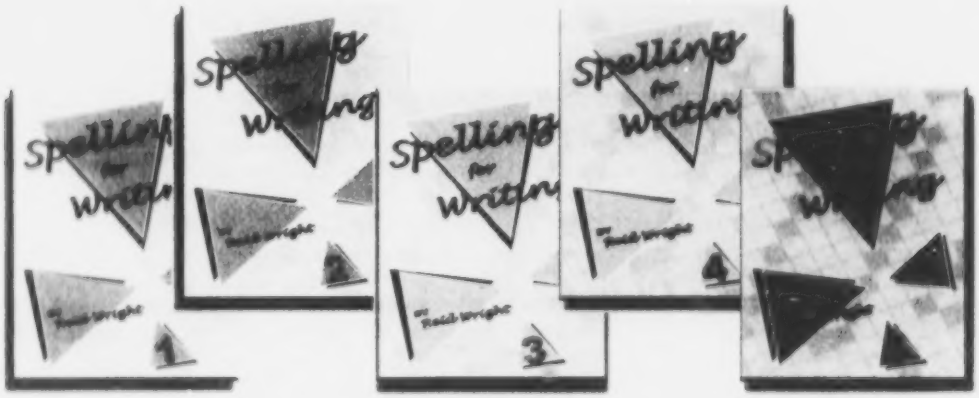
Phonics Plus, Books A, B, and C

developed by The Family Learning Association

These three books help children learn to discriminate sound-symbol correspondences by listening, saying, seeing, and writing letters of the alphabet with illustrated writing and fill-in-the-blank activities. Book A is appropriate for kindergartners and first-graders. Book B is for 1st–2nd grade, and Book C is for 2nd–3rd grade.



Spelling for Writing, Books 1 – 5

This series of student workbooks provides all the direction needed to lead kids through the basic spelling patterns of English. By following the weekly lesson plans, you can improve spelling accuracy and the clarity of all written messages. Full of delightful line drawings that illustrate the words being learned, each book is crafted for the age-appropriate level.

For information about these and other helpful books, contact
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